U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CO1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☐	☑

Name of Principal: Mr. Mark Wertheimer

Official School Name: Traut Core Knowledge School

School Mailing Address: 2515 Timberline Drive
Fort Collins, CO 80528-0000

County: Larimer State School Code Number*: 9251

Telephone: (970) 488-7500 E-mail: markw@psdschools.org

Fax: (970) 488-7504 Web site/URL: http://eweb.psdschools.org/schools/traut//

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Nancy Wright Ed.D. Superintendent e-mail: nancyw@psdschools.org

District Name: Poudre R-1 District Phone: (970) 482-7420

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Thomas Balchak

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 31 Elementary schools (includes K-8)
   - 10 Middle/Junior high schools
   - 7 High schools
   - 0 K-12 schools
   - 48 Total schools in district
2. District per-pupil expenditure: 8065

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	39	76
1	40	35	75
2	42	33	75
3	36	39	75
4	39	36	75
5	35	40	75
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			451

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
18 %	Asian
1 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
73 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	6
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2011	453
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 12%

Total number of ELL students in the school: 54

Number of non-English languages represented: 27

Specify non-English languages:

Arabic, Assamese, Bengali, Chinese, Mandarin, Chinese, Yue (Cantonese), French, German, Greek, Hindi, Kannada, Korean, Marathi, Oriya, Polish, Russian, Spanish, Swedish, Tamil, Telugu, Ukrainian, Urdu, Icelandic,
Italian, Lao, Malayalam, Portuguese, Swahili

9. Percent of students eligible for free/reduced-priced meals: 8%

Total number of students who qualify: 35

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	4
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	0	4
Paraprofessionals	10	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	6	6
Total number	39	14

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Traut Core Knowledge School is a non-charter public school of choice within the Poudre School District that opened in September, 1993. As a school of choice, we do not have a specific neighborhood boundary to draw from; rather we enroll students based on the district's choice policy. In line with this policy, we do not screen or assess prior to enrollment. Our waiting list is based on a lottery system, and as such, the school is open to anyone in our community. There is no discrimination based on such criteria as academic success, disability, ethnic background, or languages spoken.

We are located in southeast Fort Collins, a mid-sized city in northern Colorado, one hour north of Denver. We draw students from all around the district, and we pride ourselves in our diversity. There are over 21 home languages spoken, with representatives from every major world religion.

Twelve percent of our students are English language learners. These students are immersed into the regular classroom, and most of them achieve fluency by third grade. While 73% of our students' ethnicity is white, we have representation from many ethnic backgrounds, and many students come from mixed heritage and backgrounds.

The school is marked by a tight-knit community spirit and it is a major hub in most of our families' lives. One thing we all have in common is a high regard for education for the whole child, and we value the extraordinary level of local control we have in providing that for our students.

This school was started by parents who wanted to expand their choices in education. The founding principles and governance they provided for the school haves been expanded over the years, now represented by a well-established library of policies, minutes, and other documents. One of these documents, our "Covenant," forms the basis of our school. Below are some of the principles put forth in that document.

Our Vision is educational excellence in knowledge, skills and character with strong parent-teacher-student partnerships.

Our mission is to provide excellence and fairness in education for elementary school children. Excellence in education means raising academic standards and achieving success for all students. Fairness in education means providing equal opportunity to learn for all students. We accomplish this by teaching a common foundation of organized knowledge based on the Core Knowledge Sequence, the learning skills which enable student success, the values of a democratic society by integrating character education during classroom instruction, and by student acceptance of responsibility for one's own learning.

At Traut we have five supporting pillars, built upon the foundation of **Choice**. The first pillar is the content-rich **Core Knowledge** curriculum. As the first Core Knowledge school in Colorado, we have been a pioneer and forerunner to this approach. Core Knowledge is not an end in itself, but rather a means to achieve an excellent grasp of information and the ability to use that information thoughtfully.

The second pillar is **Parent Partnership**. At Traut Core Knowledge School, parents are full partners in the operation of the school. Parents participate in the actual governance of the school, sharing an equal voice with staff as half of our Site Base Management Council decision-making body. **Character Education**, our third pillar, has always been a key component of our school. Traut Core Knowledge School has identified twelve character traits, rooted in respect and responsibility, which are integrated throughout the school day.

Student Responsibility for learning is our fourth pillar. As key partners at Traut Core Knowledge School, students will succeed as they recognize and accept their responsibility for their own learning.

Finally, **Mature Literacy** is our fifth pillar. Literacy instruction starts with systematic phonics instruction accompanied by plentiful opportunities to read meaningful text, which yields mature, competent readers.

Although our focus is not on attaining high scores on standardized tests, we have historically been the top school in the district and one of the top schools in the state, both in growth and in performance. We provide an excellent choice option for parents in the Poudre School District, which, in its own right, provides some of the best choice options in the state. We believe our Five-Pillar model produces excellent results, and we would be delighted to serve as a resource to any school wishing to pursue excellence.

Normally we do not seek accolades or awards. However, when the opportunity arose to be considered for National Blue Ribbon recognition, we were honored to apply. To be able to share our success with others would be an excellent milestone as we complete our 20th year of operation. As a National Blue Ribbon school, we would be proud to serve as one representative of all that is good in education in the USA today—to join the ranks of the many excellent schools which have gone before us.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Performance levels for Traut are exceptionally high, and we expect nothing less than exceptional results. Each year we write goals for our own progress reflecting our drive to continue to achieve at the very highest levels. Although we have had tremendous success, we do not rest on our laurels, but rather explicitly state, each year, that we expect nothing less than highest-level achievement.

The School Performance Framework (SPF), provided for all public schools by the Colorado Department of Education, verifies our success. On the three-year evaluation, we "exceed" in each performance indicator: academic achievement, academic growth, and academic growth gaps, ultimately earning an overall score of 98.0 out of 100 points. On the one-year evaluation, we scored 100 out of 100 points.

More specifically, for the 2010-2011 school year, Traut met all 24 of the overall targets for academic achievement For academic growth, the mean adequate student growth percentile, per Federal and State expectations, was 17 (Reading), 23 (Math) and 21 (Writing). Traut scored 66, 61, and 76, respectively, demonstrating tremendous growth in all areas, and far exceeding the federal and state expectations. Finally, we did not have any academic growth gaps.

Again, referencing our one-year SPF, we see that Traut scored in the 99th percentile in academic achievement for Reading, Writing, and Science, and in the 98th percentile in Mathematics.

Traut also uses the Measures of Academic Progress (MAP) assessments, created and normed by the Northwest Evaluation Association. By the end of the 2011-2012 school year, 96% of our 2nd-5th grade students scored Proficient or Advanced in reading and 94% in math. At the beginning of the year, only 84% of this cohort scored proficient or advanced in reading, and only 85% in math, which highlights the tremendous growth our struggling students made last year.

B. Upon examination of our performance trends over the last five years, we are pleased and proud to report that we have consistently been among the top performing schools in the state of Colorado. Even though we have been an exceptionally high performing school, we have been able to show improvement over the last five years in all three performance indicators measured by the State of Colorado: academic achievement, academic growth, and academic growth gaps.

When comparing the three-year School Performance Framework from 2010 (which translates data from the 2007-2008, 2008-2009, and 2009-2010 school years) with our current framework, we demonstrate the following results:

2007-2010
Academic Achievement: Exceeds 100% (25 out of 25 points)
Academic Growth: Exceeds 91.7% (45.9 out of 50 points)
Academic Growth Gaps: Exceeds 90% (22.5 out of 25 points)

Total: 93.4% (93.4 out of 100 points)

2011-2012
Academic Achievement: Exceeds 100% (25 out of 25 points)
Academic Growth: Exceeds 100% (50 out of 50 points)
Academic Growth Gaps: Exceeds 100% (25 out of 25 points)

Total: 100% (100 out of 100 points)

Several factors contributed to the upward trend of these results. Our School Accountability Advisory Committee (SAAC) examined our data trends and determined that we were providing incomplete instructional opportunities for students with disabilities and students needing to catch up. Concern was raised that our staff had an inadequate understanding of IEP accommodations and modifications. Additionally, we identified a system in which academic interventions were supplanting, rather than supplementing general/universal (tier 1) instruction. Finally, we noticed that our advanced math students were not consistently making adequate yearly growth.

To remediate these perceived root causes, several improvement strategies were put into place. We provided extensive staff training about IEPs and the modification/accommodation process. Staff learned about gap analysis, progress monitoring, and how the RtI process can facilitate maximum growth for our students scoring below grade level. We believed that additional training in this area would help teachers gain an understanding of what they might do to help IEP students be more successful

Additionally, we re-designed our Student Success Team, placing a significant emphasis on the value of Professional Learning Communities. This paradigm shift has allowed teachers to collaborate more efficiently and effectively, determining what accommodation and modifications have been effective in the past, and how to provide the highest quality instruction in the future. Rather than waiting to meet with a team of professionals who often did not have relationship or history with the student in question, teachers with an intimate knowledge of the child now meet for meaningful discussion about what has and has not worked in the past as well as ideas for future interventions. This sort of honest discourse has served to expedite growth for our struggling students and has helped teachers focus their attention on finding solutions.

Finally, we began providing "cross-training" for our interventionists. Tutors that once only served as literacy coaches were now trained to provide remediation for students performing below grade level, as well as enrichment opportunities for advanced math students. Also, tutors and staff were trained to collaborate regularly to ensure that all interventions were supplemental to the general education provided to all students, rather than a separate endeavor. This does not mean, however, that specific skill deficits were not identified and addressed, but rather that those skill deficits were addressed within the context of the general education content.

We believe that these systemic changes have led to greater performance and growth for our students, and we are pleased and proud to see a perfect score on our most recent framework as a result.

2. Using Assessment Results:

Traut uses assessment data regularly to inform our instruction, set growth goals, provide targeted intervention, and celebrate our successes. Our Intervention and Assessment Coordinator has created an extensive Excel database of all the assessments we use and shares that data quarterly with staff.

While the summative CSAP/TCAP assessment is useful for looking at our school as a whole, we have found that it is not particularly useful as a diagnostic tool. Furthermore, to use data in a nimble and efficient way, one must have access to assessments that can be used more than once a year. We utilize a wide variety of assessments to benchmark incremental growth, monitor student progress, diagnose specific skill deficits, and guide our instruction overall.

Our school district uses the MAP (Measuring Academic Progress) test created from the Northwest Evaluation Association. This assessment allows us to determine student growth throughout a given school year as well as over the course of time. It is a nationally-normed assessment that has been found to be highly reliable and valid, so teachers feel confident about the results. Teachers can look at specific scaled scores as well as percentiles. Additionally, the assessments provide a breakdown of goal areas, which allows teachers to create skill groups, if necessary, or provide specific instruction in topics or domains that may indicate general weakness among the group.

We administer the MAP reading and math tests at the beginning and end of the year to all students, and mid-year to students receiving intervention support. Parents are apprised of the results during parent/teacher conferences in October and again at the end of the year. For students receiving intervention support, the test results are examined by the classroom teacher and the interventionist. Appropriate adjustments are made to the intervention program as needed for each student.

For our students with reading difficulties, we regularly use the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) probes to diagnose and progress monitor student achievement. This assessment allows a quick assessment of student's reading fluency and comprehension. Students in an intervention group working on fluency skills will be assessed every six weeks. If a student is making adequate growth, no changes are made to the intervention programming. Also, if the classroom teacher and interventionist believe that the intervention has not been completed with fidelity or for a long enough duration, the programming is not changed. However, if a student has been in an intervention group that is not working, a new intervention plan is created. This sort of nimble (but not reactionary) response has served us very well, and students are thriving.

As part of the process to determine intervention grouping and programming, several other assessments are used. The Really Great Reading diagnostic inventory is a critical assessment for use by our Intervention team to determine specific phonics deficits. If students understand short vowels but struggle with vowel pairs, we would not waste their time on short vowel instruction, but rather cater the instruction to their needs. The assessment can be given in a few minutes, so is especially useful in that is does not take away an inordinate amount of instructional time.

Another assessment that we use as a diagnostic tool is the STAR Early Literacy Assessment, created by Renaissance Place. We have found this assessment to be especially useful for our youngest students. There is overwhelming research about the value of early intervention, particularly for students with potential reading issues, and we have found the STAR Early Literacy assessment to be particularly useful in identifying kindergarten and first grade students who would benefit from additional support. We use this test as a universal screening tool in kindergarten and first grade and have found that it almost always pinpoints students who do, in fact, need additional instruction to be successful. By identifying these students at the very beginning of the school year, and at the beginning of their school career in general, we are more likely to help them read at grade level by the time they reach third grade. This particular assessment is given at the beginning of the year and again at the end of each quarter. Parents are provided with the results, and teachers and interventionists examine the findings to make appropriate instructional decisions.

We have long believed that assessment for assessment's sake is foolish. Simply testing students does not do any good whatsoever, but rather wastes students and teachers valuable time. We have carefully chosen the assessments we give and are diligent to use the data. Beautifully crafted Excel spreadsheets may be impressive, but without the time dedicated to analyzing and implementing instruction based on the findings, they are nothing but a numeric exercise. We do not give any assessments that do not ultimately serve to support student learning or improve teacher practice.

3. Sharing Lessons Learned:

Over the 20 years of its existence, Traut Core Knowledge School has been a leader in promoting our five pillars: Parent Partnership, Core Knowledge, Character Education, Mature Literacy, and Student Responsibility. We paved the way for the pursuit of character education long before it was a popular movement, and we held out against the whole language approach as we stood fast in our literacy approach. To this date, our unique parent partnership model has not been fully appreciated or adopted elsewhere yet—but not for the lack of trying. In all this, though, for this segment of the application at least, we will focus on Core Knowledge (CK).

We were the first Core Knowledge (CK) school in Colorado (at that time there were less than 50 such schools nationwide), and now there are 4 elementary schools and one middle school specifically

designated as CK schools in the Poudre School District (PSD). This is unique in the state of Colorado, as CK is otherwise is almost exclusively a charter school movement in our state.

As our school achieved high rates of success, PSD changed two schools into CK schools (one of which still remains), and two startup schools took on this approach as well. Since CK is a K-8 program, a CK middle school was established as well in order to accommodate the incoming students. Traut was able to provide invaluable assistance as these schools all started up, and we continue to provide CK leadership in the district to this day.

Traut staff members have attended numerous CK conferences and workshops, often as presenters, and always as colleagues, sharing CK implementation with other CK programs across the country. Traut has provided valuable feedback to the CK Foundation in its curriculum revisions, accreditation processes, and in the availability of high-quality curriculum materials. E. D. Hirsch, the founder of CK, highlights our school (originally named Washington Core Knowledge School) as a seminal pioneer in his book, The Schools We Need and Why We Don't Have Them (1996).

We have also been honored with visits from educators from around the world, from China and Germany to schools from surrounding districts as well as our own. As we remain true to our pillars, we hope to remain a beacon for high performance as we continue to learn and share with our colleagues.

4. Engaging Families and Communities:

Probably the single most unique aspect of Traut Core Knowledge School is our Parent Partnership. Traut's governance goes beyond traditional promotion of parental involvement, input, and volunteerism, allowing for both staff and parents to have direct say on decisions impacting the school. Parents and staff have an equal vote on the Site Based Management Council, with the principal being only one member on the staff side.

Our school web site, email distribution list, and weekly newsletter supplement teachers' newsletters and web sites. Emails, phone calls, and face-to-face meetings are commonplace in maintaining timely communication. Along with monthly prospective parent orientations, a mentorship program has been established wherein new families are "adopted" by veterans who help them navigate their new surroundings. Traut acts as a magnet for many expatriate families which have relocated in Fort Collins, and Traut, in turn helps these families acculturate to the US.

With recent increases in school security, the principal's workstation is at the front entrance. Even when the principal is not there, that station is always attended by an employee who greets everyone who enters, making it a point to get to know all the students and their parents. Frequent informal conversations take place, providing valuable interactions as we build our school culture.

Extended family members of our students are frequent visitors and contributors to the rich community environment at Traut. We draw from these family members, along with high school and college students as well as other members of the community, to serve as guest speakers, presenters, or just to help out.

One of the biggest blessings of our school is the ongoing support provided by local businesses to our school. Many of these organizations believe Traut helps produce the kind of workers they hope to hire in the future, and in return they help us through direct donations, in-kind employee programs, and the like.

Finally, any discussion of our school community would be incomplete without acknowledging the contributions of our school's namesake, Miss Evelyn Traut. Not only has Miss Traut helped fund many school projects, but in any given week one can find her reading to students, making special treats for teachers and parents, or assisting us as the official community member on our School Accountability Advisory Committee. She embodies the spirit of the many contributions that have helped Traut become the hub of a vibrant community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Reading

The Traut Core Knowledge Covenant states "Reading is the most important academic skill for elementary students to learn. The development of literacy is a primary focus of our school."

At Traut, we believe the skills of learning are best taught through the content of a body of organized knowledge. Literacy instruction is based upon the premise that students need a strong foundation of systematic phonics instruction along with plentiful opportunities to read meaningful text in order to become mature, competent readers.

Interventions are established and staffing is allocated to make sure younger students are ready for the "reading to learn" phase. We also provide interventions for older students who may still be struggling or are more advanced, including providing simplified and original versions of the Core Knowledge (CK) classics, such that all students get exposure to these great works.

Math

The CK Curriculum emphasizes the importance of teaching subject matter in a sequenced, spiraling way. Mathematics especially lends itself to this approach. We emphasize basic skills as well as concepts, promoting strategies focused on traditional algorithmic training (with modeling and exposure to the underlying concepts), building the foundation for later higher-level conceptual learning.

We do have interventions in place for students who already know the material the rest of the class is investigating as well as for those who are struggling. We use flexible homogeneous grouping, which helps teachers and instructional support staff focus on the instructional needs of each group.

In the advanced groups, students are not generally accelerated into higher levels of math work, rather they are provided the opportunity to have a broader understanding, digging deeper into using the math they are learning.

Science

Science instruction at Traut focuses on a balance of content, hands-on experiments, and the use of the scientific method to draw conclusions and validate experimental results. To assure a firm scientific foundation, we teach both the rich history of scientific discoveries in their historical context as well as the scientific process used to create and verify new scientific knowledge.

Social Studies

In the Core Knowledge approach, the social studies are pursued in the context of history and geography, with specific, spiraling content built into the sequence. History at Traut is taught within the context of the culture of the time, worldview, and location of the field of study, with art and music objectives specifically examined as well as how the geographic location and scientific advancements of the culture affected what occurred.

Art and Music

Art and music are fully integrated within the Core Knowledge Sequence. The specific elements of the arts are taught in conjunction with the history, math, language arts, and science taking place in the regular

classroom. Students are able to do the arts using the parameters of the original masters, with room for their own creativity within those concepts.

PE

Physical education at Traut is activity-based. Students participate in basic skill-building, which is then integrated into more organized lifetime "sports" and wellness activities. PE also naturally integrates other subject areas such as math and science. Furthermore, as part of our intervention program, we have an "Academics in Action" program wherein students are specifically taught academic skills in the context of movement.

Technology

Students at Traut use technology primarily as a tool to access and present information. Students each have Media/Technology once a week. They start keyboarding in 3rd grade. From Kindergarten on they learn the use of various presentation, research, and communication tools, implementing current software, using Netbooks and SmartBoards along with conventional computers in the Media Center and in classrooms. Students are also taught how to search for and safely access valid information.

2. Reading/English:

The Traut Core Knowledge Covenant states, "Reading is the most important academic skill for elementary students to learn. The development of literacy is a primary focus of our school." All decisions regarding reading curriculum and instruction are filtered through this belief.

At Traut we believe the skills of learning are best taught through the content of the body of organized knowledge. Literacy instruction is based upon the premise that students need a strong foundation of systematic phonics instruction along with plentiful opportunities to read meaningful text in order to become mature, competent readers.

Phonemic awareness activities, followed by explicit, systematic letter-to-sound phonics instruction in grades K-2, facilitate the fast, relatively effortless recognition of words necessary for reading comprehension. Abundant opportunities to read, and be read to, from a variety of high quality, engaging literature (both fiction and non-fiction) satisfy students' yearning for meaning while fostering growth in oral presentation, listening, and reading abilities. This also builds the vocabulary and cognitive development necessary for mature literacy.

During grades 3-5, the need for direct phonics instruction decreases, with the focus switching more to comprehension strategies. Reading instruction is further integrated with Core Knowledge topics through the inclusion of classic works of literature, historical fiction, biographies, and wide-ranging non-fiction materials.

As we transition students into "reading to learn," we use ability grouping and a team of interventionists whose primary focus is on our youngest students. Research shows that if we catch students early, remediation efforts are more effective and efficient. We utilize several universal screening tools in Kindergarten and first grade to identify students who may be potentially at risk, and then craft specific interventions for those students.

These interventions continue for our struggling older students. We utilize a combination of phonics instruction, fluency support, and comprehension strategies embedded in Core Knowledge content. This allows our older students to participate with their peers in the academic discourse surrounding the unit of study while also getting skill-based instruction that will help improve reading proficiency.

While teachers will read portions of the original versions of Core Knowledge literature selections aloud to give students a sampling of the rich language, most students (except our most advanced students) will

read the story in an abridged version. In addition, advanced students are given alternative projects as well as advanced choices in free-reading opportunities more fitting to their ability level.

3. Mathematics:

The Core Knowledge Curriculum emphasizes the importance of teaching subject matter in a sequenced, spiraling way. Mathematics especially lends itself to this approach. Our Curriculum Committee, on behalf of our students and parents, has chosen the Harcourt curriculum materials to support our program. We felt these best met our needs, as they provide a solid, traditional approach—one that is also very parent-friendly.

In the elementary "pre-logic" minds of our students, we found direct instruction works best. We believe that emphasizing basic skills, promoting strategies focused on traditional algorithmic training (with modeling and exposure to the underlying concepts), is the best approach for elementary students. While we do not expect young students to master the nuances of deeper mathematical understanding, we do provide many opportunities to model and induce discovery of this reasoning in our students.

We do have interventions in place for students who already know the material the rest of the class is investigating as well as for those who are struggling. Homogeneous grouping helps teachers and instructional support staff focus on the instructional needs of each group, providing alternate assignments to advanced students and remediation for those who need assistance. Students can move between groups quite readily when their performance warrants such a move.

In the advanced groups, students are not generally accelerated into higher levels of math work, rather they are provided the opportunity to have a broader understanding, digging deeper into using the math they are learning. In the primary classrooms, the advanced groups are usually just one of a number of leveled groups managed by the classroom teacher. In grades 3 and 4, advanced students receive small group instruction from time to time from highly-trained instructional support staff. In grade 5, the advanced students' instruction is delivered daily by one of these tutors using 6th grade curriculum.

Struggling students also receive small group instruction from our highly trained instructional support staff. A certified teacher serves as our Intervention/Assessment coordinator, and she trains the support staff using commercial materials as well as self-created instructional strategies. At this time, we are revisiting our gifted programs in reading, math, and creativity to further enhance the learning options for our most advanced students. We are formalizing our approach for grades 3-5, and we will bring in extra staffing in this area as we investigate future delivery options.

4. Additional Curriculum Area:

Science Instruction at Traut

The Core Knowledge (CK) curriculum directly incorporates content areas into everyday instruction. Comprehensive history, geography, science, and literature objectives are embedded in the CK sequence. Exposure to this key information is critical to prepare our students for adult life. In addition, this rich content feeds students' passion for learning, giving purpose to their education. Language arts instruction is inextricably associated with these content areas as well, providing real purpose to literacy, which in turn, leads to high achievement in the language arts.

In particular, science instruction at Traut focuses on a balance of content, hands-on experiments, and the use of the scientific method to draw conclusions and validate experimental results. To assure a firm scientific foundation, we teach both the rich history of scientific discoveries in their historical context as well as the scientific process used to create and verify new scientific knowledge. Students at Traut also have the opportunity to have further scientific enrichment through a wealth of extension activities through such events as Lego Robotics and Odyssey of the Mind.

Science exploration and instruction carry over into the "specials" areas as well. For example, students explore the science of sound in their music classes, investigate the chemistry of glazes in pottery classes, and use their bodies as readily available "science labs" in PE and wellness instruction. Science instruction is also often tied to mathematical understanding and calculation, giving the symbols and processes of math practical meaning and real purpose as well, which, in turn confers real validity to their science work.

All students in 4th and 5th grades complete an independent science fair project. This project is designed to give students a creative and engaging way to practice the scientific method. They are required to complete a display or electronic presentation and to communicate about their project through an oral presentation. For those who want to move on, they may participate in the district science fair competition.

Our state science scores are a testament to our program. We were the top scorer in the state when science testing began in 2005. We have received the top score once since then as well, and we always rank in the top 1% of schools in the state. In short, our students are well prepared for the world STEM environment when they leave Traut.

5. Instructional Methods:

Even though we start with establishing a knowledge-based curriculum, ***knowledge*** is not an end in itself, but rather a means to the end goal of an excellent grasp of information and the ability to use that information thoughtfully. Our Student Responsibility pillar reflects our understanding that students must take ownership of their own learning with hard work, diligence, and consistency, however, good teaching inspires student ownership of their learning. Rich, interesting content, taught with simulations, opportunities for student presentations and projects, "quiz show" formats and competitions, vivid storytelling, integrated multi-modal instruction using a wide variety of tools (including such technology as netbooks and SmartBoards), and more all lead to student engagement at Traut.

Incoming parents often ask what we might be able to do to accommodate the needs of their struggling—or conversely their high-achieving—child. As mentioned in the language arts and mathematics sections of this application, homogeneous grouping is commonplace and addresses the individual needs of the students in those small groups. Our instructional support staff also assists in these groups, and most of them are cross-trained to work with students at all grade levels and abilities in either language arts or math.

When it comes to other content areas, differentiation is often provided through expert questioning strategies, asking first a higher-order question, then adding supportive questions to bring out associated lower levels of understanding and basic knowledge until all hands are raised. Also, as students start in on their individual work, teachers rove the classroom, checking for understanding; providing extra support for struggling students and auxiliary questions and challenge for those who are more advanced. In addition, language arts often plays into the differentiation scenarios as teachers provide differently-edited versions of the key Core Knowledge literature components (such as *Treasure Island*) and stretch (or supplement) students at the higher or lower ends.

Growth gaps are practically nonexistent at Traut, largely because of the support of the parents and teachers combined with the diligent efforts of our students. For example, we have a relatively high number of English language learners at Traut (mostly from Asian backgrounds)—oftentimes students who get additional support from our intervention staff. However, by the time these students reach 3rd grade, they are usually proficient in English, and by 5th grade, they are usually outperforming their peers.

6. Professional Development:

At Traut, where highly experienced and skilled teachers are part of a remarkable and extraordinarily successful partnership with parents and students, professional development (PD) may look different than at other schools. We believe that it is appropriate that the Traut staff members initiate their own development opportunities rather than having such events dictated by the administration.

However, even in a high performing school like Traut, there are times when a teacher does need direct intervention by the principal. This may occur when a specific teacher's students do not show the same overall academic or behavioral growth as those in other teachers' classrooms. For example, outside observers have been brought in to help teachers with classroom management strategies.

Some examples of staff-initiated PD include participation in local math or reading conferences, technology workshops, and classroom management classes. From these experiences, they bring back (and share out to other staff members) skills and strategies to help our students become even more proficient.

New teachers at Traut engage in an established mentoring program designed to assist in instruction and in understanding our school culture. One or more veteran teachers interact frequently with these teachers and provide feedback based on the program as well as on classroom observations.

Our school is currently completing the new Core Knowledge accreditation process. In this process, staff members create Domain Maps—documents which specifically state how content is delivered in their classrooms. These documents show how teachers meet cross-curricular objectives, especially in how their units incorporate the language arts.

From time to time, the district also provides specific development activities. For example, we received training for our Treasures Language Arts materials as well as in the use of SmartBoards and other technology.

Our Intervention/Assessment coordinator has developed training modules for our classified intervention staff. These trainings have been critical as we become more nimble in our interventions, providing strategies for these staff members when working across different grade levels, abilities, and subject areas. In addition, our Specials teachers have created standards-based rubrics to help direct their delivery of PE, music, and art.

Staff members are provided support for their PD once they have shown how their opportunity aligns with our improvement plan, what they will do differently, and how students will benefit. Staff members are reimbursed for any registration fees or mileage incurred in such opportunities, and a sub is provided.

7. School Leadership:

The School Accountability Advisory Committee (SAAC) serves as the overseeing accountability arm of the school. This committee is made up of the SBMC (see below), all committee chairs, and one community member.

The Site Based Management Council (SBMC) is the governing arm of the school. It consists of the Parent Advisory Board (PAB) and the Teacher Advisory Board (TAB). The PAB consists of seven members elected by the school parents. The PAB also conducts a semi-annual evaluation of the principal's performance. The TAB consists of the principal plus six members elected by the school staff.

The PAB and TAB both have the following offices: president, vice president, treasurer, secretary, and two strategic planning advisors. The TAB also includes the principal, and the PAB also includes a communications coordinator.

The Site Based Management Council is the primary policy-making body in TCKS, setting the school's goals, improvement strategies, and calendar, and makes all major site policies. Any authority not mandated by statute or State or District policy either resides with the SBMC or is delegated by the SBMC. The SBMC maintains the Decision-Making Matrix, which carefully outlines the responsibilities of all members of the school community with regard to decisions and policies of the school. The SBMC responsibilities include:

a. Implementing and administering the covenant of the school through school policy decisions.

b. Providing for financial management.

c. Providing strategic planning for the school.

d. Promoting effective communication and goodwill between all members of the school community.

e. Promoting a positive model of parent/teacher partnerships.

f. Representing the school to the community.

g. Overseeing committee functions.

In addition to the SBMC, committees carry out much of the work of operating the school, doing necessary research, and make policy recommendations to the SBMC. All committees generally consist of both parents and staff, but SBMC may make exceptions as warranted.

There are eleven permanent committees: Assessment, Curriculum, Communications, Character Education, Fundraising, Grants, Hiring, Library, Parent Education, Technology, and VIPS (volunteer). In addition, various ad-hoc committees are formed from time to time for special purposes.

The Principal's duties include providing overall continuity of leadership, ensuring the safety of all students, managing the overall instructional program, supervision of staff, and the maintenance of clear, two-way communication with PSD administration.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CSAP (Colorado Student Assessment Program) & TCAP (Transitional Colorado Assessment Program

Edition/Publication Year: CSAP = 2008-2011, TCAP = 2012

Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	97	99	97	96	96
% Advanced	59	63	76	63	61
Number of students tested	75	78	78	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	4	4	2
2. African American Students					
% Proficient Plus % Advanced	0	0	0	Masked	Masked
% Advanced	0	0	0	Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	0	Masked	Masked	Masked
% Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	1		2	3	2
4. Special Education Students					
% Proficient Plus % Advanced	Masked	0	Masked	Masked	80
% Advanced	Masked	0	Masked	Masked	20
Number of students tested	2		2	5	10
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	4	1	4
6. Asian					
% Proficient Plus % Advanced	100	100	100	93	Masked
% Advanced	75	79	89	86	Masked
Number of students tested	12	14	19	14	8

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Notes: Colorado used the CSAP assessment until 2011. After that time, the state began using the TCAP assessment. We have been assured that the tests are reciprocal, and that scores from one are equivalent to scores from the other. In any given year, about 10% of Traut are English Language learners (ELL, the majority from Asian home languages). However, by the time these students are in grades 3-5 (grades tested in Colorado), most of them have become fluent English speakers (and not included in the data we have provided). By the time these students are in 5th grade, they often outperform their peers, especially in math.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CSAP (Colorado Student Assessment Program) & TCAP (Transitional Colorado Assessment Program

Edition/Publication Year: CSAP = 2008-2011, TCAP = 2012

Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient Plus % Advanced	97	99	97	97	93
% Advanced	13	21	13	16	20
Number of students tested	75	78	78	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	4	4	2
2. African American Students					
% Proficient Plus % Advanced	0	0	0	Masked	Masked
% Advanced	0	0	0	Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	0	Masked	Masked	Masked
% Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	1		2	3	2
4. Special Education Students					
% Proficient Plus % Advanced	Masked	0	Masked	Masked	Masked
% Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	1		2	5	8
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	4	1	4
6. Asian					
% Proficient Plus % Advanced	100	100	100	93	Masked
% Advanced	17	43	21	29	Masked
Number of students tested	12	14	19	14	8

NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Notes: Colorado used the CSAP assessment until 2011. After that time, the state began using the TCAP assessment. We have been assured that the tests are reciprocal, and that scores from one are equivalent to scores from the other. In any given year, about 10% of Traut are English Language learners (ELL, the majority from Asian home languages). However, by the time these students are in grades 3-5 (the grades tested in Colorado), most of them have become fluent English speakers (and not included in the data we have provided). By the time these students are in 5th grade, they often outperform their peers, especially in math.

13CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CSAP (Colorado Student Assessment Program) & TCAP (Transitional Colorado Assessment Program

Edition/Publication Year: CSAP = 2008-2011, TCAP = 2012

Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	97	95	94	88	97
% Advanced	63	62	60	45	68
Number of students tested	75	78	77	75	75
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	3	4	3
2. African American Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	0
% Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	1	2	1	1	
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	0	Masked	Masked	Masked	Masked
% Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		3	4	1	2
4. Special Education Students					
% Proficient Plus % Advanced	0	0	Masked	Masked	0
% Advanced	0	0	Masked	Masked	0
Number of students tested			3	9	
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	0	Masked
% Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	4	3	1		2
6. Asian					
% Proficient Plus % Advanced	100	94	100	Masked	100
% Advanced	88	76	93	Masked	100
Number of students tested	16	17	14	8	11

NOTES: Masked indicates data were not made public because fewer than 10 students were tested.
Notes: Colorado used the CSAP assessment until 2011. After that time, the state began using the TCAP assessment. We have been assured that the tests are reciprocal, and that scores from one are equivalent to scores from the other. In any given year, about 10% of Traut are English Language learners (ELL, the majority from Asian home languages). However, by the time these students are in grades 3-5 (the grades tested in Colorado), most of them have become fluent English speakers (and not included in the data we have provided). By the time these students are in 5th grade, they often outperform their peers, especially in math.

13CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CSAP (Colorado Student Assessment Program) & TCAP (Transitional Colorado Assessment Program

Edition/Publication Year: CSAP = 2008-2011, TCAP = 2012

Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	97	95	96	93	100
% Advanced	21	9	21	29	19
Number of students tested	75	78	78	75	75
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	3	4	3
2. African American Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	0
% Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	1	2	2	1	
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	0	Masked	Masked	Masked	Masked
% Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		3	4	1	2
4. Special Education Students					
% Proficient Plus % Advanced	0	0	Masked	Masked	0
% Advanced	0	0	Masked	Masked	0
Number of students tested			3	9	
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	0	Masked
% Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	4	3	1		2
6. Asian					
% Proficient Plus % Advanced	75	100	100	Masked	100
% Advanced	44	0	43	Masked	27
Number of students tested	16	17	14	8	11

NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Notes: Colorado used the CSAP assessment until 2011. After that time, the state began using the TCAP assessment. We have been assured that the tests are reciprocal, and that scores from one are equivalent to scores from the other. In any given year, about 10% of Traut are English Language learners (ELL, the majority from Asian home languages). However, by the time these students are in grades 3-5 (the grades tested in Colorado), most of them have become fluent English speakers (and have not been included in the data we have provided). By the time these students are in 5th grade, they often outperform their peers, especially in math.

13CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CSAP (Colorado Student Assessment Program) & TCAP (Transitional Colorado Assessment Program

Edition/Publication Year: CSAP = 2008-2011, TCAP = 2012

Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	95	96	92	99	91
% Advanced	76	60	67	77	63
Number of students tested	75	77	78	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	8	3	2
2. African American Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	0	Masked
% Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	4	1	1		1
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	2	1
4. Special Education Students					
% Proficient Plus % Advanced	0	Masked	Masked	0	Masked
% Advanced	0	Masked	Masked	0	Masked
Number of students tested		1	8		1
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	0	Masked	0	0
% Advanced	Masked	0	Masked	0	0
Number of students tested	2		2		
6. Asian					
% Proficient Plus % Advanced	94	100	90	100	Masked
% Advanced	63	82	70	100	Masked
Number of students tested	16	11	10	13	9

NOTES: Masked indicates data were not made public because fewer than 10 students were tested.
Notes: Colorado used the CSAP assessment until 2011. After that time, the state began using the TCAP assessment. We have been assured that the tests are reciprocal, and that scores from one are equivalent to scores from the other. In any given year, about 10% of Traut are English Language learners (ELL, the majority from Asian home languages). However, by the time these students are in grades 3-5 (grades tested in Colorado), most of them have become fluent English speakers (and not included in the data we have provided). By the time these students are in 5th grade, they often outperform their peers, especially in math.

13CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CSAP (Colorado Student Assessment Program) & TCAP (Transitional Colorado Assessment Program

Edition/Publication Year: CSAP = 2008-2011, TCAP = 2012

Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	100	97	97	100	99
% Advanced	28	30	32	40	31
Number of students tested	75	77	78	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	8	3	2
2. African American Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	0	Masked
% Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	1		1
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	2	1
4. Special Education Students					
% Proficient Plus % Advanced	0	Masked	Masked	0	Masked
% Advanced	0	Masked	Masked	0	Masked
Number of students tested		1	8		1
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	0	Masked	0	0
% Advanced	Masked	0	Masked	0	0
Number of students tested	2		2		
6. Asian					
% Proficient Plus % Advanced	100	100	90	100	Masked
% Advanced	25	45	50	54	Masked
Number of students tested	16	11	10	13	9

NOTES: Masked indicates data were not made public because fewer than 10 students were tested.
Notes: Colorado used the CSAP assessment until 2011. After that time, the state began using the TCAP assessment. We have been assured that the tests are reciprocal, and that scores from one are equivalent to scores from the other. In any given year, about 10% of Traut are English Language learners (ELL, the majority from Asian home languages). However, by the time these students are in grades 3-5 (the grades tested in Colorado), most of them have become fluent English speakers (and not included in the data we have provided). By the time these students are in 5th grade, they often outperform their peers, especially in math.

13CO1